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A recent text¹ intended for use with sixth- or seventh-grade pupils is so arranged as to present for reading and discussion topics which bear upon fundamental community service co-operation and at the same time lend themselves to a treatment of the matter of occupational choice without forcing this issue beyond the point of natural interest and appeal.

The significance of training is kept before the pupils through the discussion of such topics as "Education for Better Service" and "Preparing for Promotion." A rational basis is provided for the consideration of occupational choice through an analysis of problems relating to co-operation between communities and individual community service, and by a practical discussion of "The Joy of Work." At the close of each section is presented a list of things to do and talk about. The problems and topics suggested are such as call for personal investigation and reaction on the part of the individual pupil.

The book is interestingly written and well illustrated. It should prove especially helpful to teachers or counselors dealing with upper-grade or junior high school pupils, not necessarily as a text but as a basis for occasional conferences. It should, however, be available for general class use.

E. T. FILBEY

Improving thinking.—The emphasis in most of the literature relating to the thought process has been upon such topics as the nature of thinking, its physiological and psychical aspects, the mental processes of thinkers, and the more purely psychological nature of thinking. Interesting and valuable as this is, it is not nearly so important to the practical schoolman as the application of these principles to the more pressing problem of improving the function. Especially is this true because many of the teachers upon whom falls the burden of trying to improve thinking have not acquired a sufficient professional background to understand the more technical literature.

It is to meet this demand that Mr. Boraas has recently prepared a book² which deals in a comprehensive manner with the problem of developing a superior type of thinking in the schools. The author has in his Preface thus summarized the reasons for the book:

The main purpose of this book is to discover the principal types of thinking which are required in everyday life, and to indicate practical ways and means for their development in the ordinary school [p. vi].

After pointing out the importance of thinking and showing how it produces efficiency, the author gives the following types of thinking: "Individual Judgment," "Co-operative Thinking," "Thinking as Others Think," "Initiative in Thinking," "Imaginative Thinking," "Solution of Everyday Prob-

¹ ISAAC DOUGHTON, *Preparing for the World's Work*. New York: Charles Scribner's Sons, 1922. Pp. 223. \$1.00.

² JULIUS BORAAS, *Teaching to Think*. New York: Macmillan Co., 1922. Pp. xi+289.

lems," "Solving Long Problems," and "Critical Thinking." Each type of thinking is selected and illustrated from everyday experience. Schoolroom procedure is then examined to see what provision has been made for training in this type of thinking. This is followed by suggestions of practical means of providing the required training in the regular school work. Each chapter closes with a group of thought questions based upon its subject-matter.

The book is written for teachers with little or no professional training but will be of value to all teachers who are interested in getting better results from their teaching. It is written from the practical rather than the theoretical point of view, but it touches a surprisingly large part of the material usually found in the professional literature of learning and thinking. The various types of thinking overlap widely; for instance, all of the types might be considered as a part of problem-solving, and yet the overlapping is probably no more serious than would be the drawing of too fine distinctions. The particular merit of the book consists in its attempt to reduce the literature of thinking to schoolroom applications.

ERNST E. WELLEMEYER

Children's selection of reading books.—Of the experimental studies in reading, some are concerned with the mental processes involved in learning to read, some with the problem of measuring results, some with the standardization of content material, and some with the mechanics of book construction. An investigation of the type last mentioned has recently appeared as one of the Johns Hopkins University Studies in Education. In this monograph¹ a report is given of the relationship between the physical appearance of a book and its selection by children.

In order to provide a suitable body of material for the experiment five stories were selected, each of which had appeared in five different editions which varied in respect to size, binding, type of illustrations, and amount of content. The stories used were: "Cinderella," "Sleeping Beauty," "Black Sambo," "Peter Rabbit," and "The Night before Christmas." The method of conducting the experiment was to have the teacher read a portion of the story, stopping at an interesting point. The pupils were then shown the five different editions containing the selection, from which they were to choose one for their own use in finishing the story. They were asked to make a choice on the basis of the external appearance of the books and later to make a second selection on the basis of the content of the different editions. The experiment was carried out with children selected from five schools representing different types of population. By combining the results from the five groups of children, it was possible to express quantitatively the effects of size, binding, illustrations, etc., as well as to note the sex and grade differences which appeared.

¹ FLORENCE EILAU BAMBERGER, *The Effect of the Physical Make-up of a Book upon Children's Selection*. Johns Hopkins University Studies in Education, No. 4. Baltimore: Johns Hopkins Press, 1922. Pp. viii+162. \$2.00.